

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Sister Anna Grace Neenan

Official School Name: Saint Mary's Catholic School

School Mailing Address:  
101 Hampton Avenue  
Greenville, SC 29601-1928

County: Greenville State School Code Number\*: N/A

Telephone: (864) 271-3870 Fax: (864) 271-0159

Web site/URL: www.stmarysgvl.org/theschool E-mail: srannagrace@stmarysgvl.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Sister Julia Hutchison

District Name: Diocese of Charleston Tel: (843) 402-9115

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Courtney Fahey

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4.   2   Number of years the principal has been in her/his position at this school.

  18   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	15	13	28	7	14	14	28
K	15	16	31	8	13	11	24
1	16	20	36	9			0
2	15	19	34	10			0
3	12	15	27	11			0
4	17	15	32	12			0
5	16	21	37	Other			0
6	8	11	19				
TOTAL STUDENTS IN THE APPLYING SCHOOL							296

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
88 % White  
4 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1.	293
(5)	Total transferred students in row (3) divided by total students in row (4).	0.010
(6)	Amount in row (5) multiplied by 100.	1.024

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 9

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>5</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>23</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	99%	98%	97%	98%	97%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	12%	23%	12%	0%	6%

Please provide all explanations below.

In the 2006-2007 school year, we had three new teachers join our staff due to the following reasons: our K5 teacher moved to Canada, our Art teacher and Social Studies teacher retired, and our Middle School Language Arts teacher was employed by a public school.

We have 17 teachers, full and part time.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Saint Mary's Catholic School is a Diocesan Catholic elementary school and serves 295 students in grades K4 – 8. Since its inception over one hundred years ago, St. Mary's Catholic School has enjoyed the presence of religious sisters in teaching and administrative positions. The Ursuline Sisters and the Sisters of Charity of Our Lady of Mercy of the Diocese of Charleston, South Carolina, faithfully served the school until 2006. Today, the school is under the guidance of the Dominican Sisters of Saint Cecilia Congregation of Nashville, Tennessee. Four Dominican Sisters, eighteen faculty and staff, and nine para-professionals staff the school.

The primary mission of St. Mary's Catholic School is to invite our students to follow the Lord Jesus Christ as obedient disciples in faith, hope, and love; every activity in the school is subordinated to this apostolic purpose. In our curriculum, academic excellence, athletic challenge, artistic expression, and character formation are integrated in the effort to serve the evangelical mission of Saint Mary's Catholic Church and School.

The exceptional faculty and staff of Saint Mary's Catholic School are dedicated to the integral formation of our pupils, and we work with our parents as a single community of many families to serve each child and motivate every student. This continuity and stability enable them to flourish and thrive in a safe and loving environment.

The formation of the whole child is the underlying motivation for every program and extracurricular activity, and that is why we place a continued effort on enhancing and restoring our campus facilities. Most notably, in 1998 the Monsignor Charles J. Baum Recreation Center was erected, followed by a complete restoration of Gallivan Hall into a Performing Arts Center for the school in 2000; in 2001 a new athletic field was installed; and finally, in the spring of 2006, the Middle School, Pazdan Hall, was reopened after the completion of a \$2.2 million renovation. Among the many enhancements to the middle school building are the installation of SMARTboards in each classroom and wireless technology. Fundraising in large part falls to the Parent/Teacher Organization (PTO) and the extraordinary sub-committees who organize our annual Golf Classic and Gala and other fundraisers that make these achievements possible.

In 2007, Saint Mary's instituted several extracurricular activities in support of the general curriculum and enrichment programs; Chess Club, Book Club, Kids Are Authors, Rosary Club, Painting Classes, and Percussion Classes have been well attended. Because of tremendous parental support and the dedication of our faculty and staff, these programs have been a success and continue to enrich the educational experience of the students. Striving to introduce our students to the Fine Arts and provide opportunities that will inspire an appreciation for the true, the good, and the beautiful, we launched two new programs in 2008: a Band Program and a School Choir Program.

The tradition of academic excellence has long been a trademark of Saint Mary's Catholic School. Consistent scores in the top ten percent on the Iowa Test of Basic Skills, academic enrichment opportunities, extracurricular activities, high-school-level classes offered in the eighth grade, and the formation of the whole child are characteristic educational goals for Saint Mary's that help prepare our students for high school and beyond. Our school's motto, *Tradition Virtue Excellence*, encapsulates our mission and vision at Saint Mary's Catholic School.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Each fall, students in grades 1 through 8 at Saint Mary's Catholic School participate in the Diocese of Charleston mandated testing program, which consists of the Iowa Test of Basic Skills (ITBS) and the Cognitive Ability Test (CogAT). Although the Diocese of Charleston only requires selected tests at each grade level, Saint Mary's chooses to test all students in all classes in both the ITBS and CogAT. These tests are administered in order to provide information to help measure academic progress year to year, not only of students but also of the school as a whole. The tests are also used to compare a student's scores with the national scores of other students testing at the same time. National percentile rank (NPR) is tracked each year. This ranking shows a student's placement in comparison with students nation-wide, measuring a student's rank in a group of students in the same grade testing at the same time. Test scores of first and second graders are available to the parents but not published for the school community. The information is used as a foundation on which to build each child's education. Grades 3-8 test scores are published for the school community.

Test results are usually received by the school in early November and sent home to the parents within 2 weeks. Stability in both the faculty and student populations has allowed Saint Mary's Catholic School teachers to use the data as an assessment tool at both the classroom and individual levels. As in the past, results for the 2008-2009 school year (tests completed in September 2008) show Saint Mary's students performing well above grade level, and most importantly, continuing the overall upward trend experienced through the years. This year the 8th grade class scored at the 84th percentile in Math and at the 81st percentile in Reading. As seventh graders last year, these students scored in the 83rd percentile in Math and at the 81st percentile in Reading. The following example also illustrates the upward trend from year to year by examining the composite/grade equivalency: The current 8th grade class scored at the composite/grade equivalency level of 13+ in 2008, composite/grade equivalency level of 11.2 in 2007 (as 7th graders), composite/grade equivalency level of 9.3 in 2006 (as 6th graders), composite/grade equivalency level of 8.3 in 2005 (as 5th graders), and composite/grade equivalency level of 6.6 (as 4th graders). Our students are consistently 1-2 years above grade equivalency throughout their elementary years. This foundation is evidenced in the Middle School results as the students make tremendous strides.

In reviewing composite/grade equivalency scores for all Saint Mary's Catholic School students in 2008, the overall upward trend continues. All classes are performing well above grade level as measured by the Iowa Test of Basic Skills. The 3rd grade class scored at the composite/grade equivalency level of 4.5, the 4th grade scored at 6.2, the 5th grade scored at 7.4, the 6th grade scored at 9.7, and the 7th grade scored at 12.1.

The composite scores reflect all testing areas on the ITBS: Reading, Language Arts, Math, Social Studies, Reference Materials, and Science. Scores for Saint Mary's Catholic School classes, grades 3-8, ranged from 83rd-89th percentile (NPR). Test results indicate that the scores of students at Saint Mary's Catholic School, in all subject areas, continue to be significantly above the National Average.

### 2. Using Assessment Results:

Each student in grades 1 - 8 participates in both the ITBS (Iowa Test of Basic Skills) and the CogAT (Cognitive Ability Test) each year. Although not required, both tests are given every year as a diagnostic tool and serve as a valid benchmark for both parents and teachers in assessing student progress. Through the iRM (Interactive Results Manager) online software program, teachers are able to access individual student scores



as well as class scores in each subject and subsection. This is valuable for two reasons: 1) a close analytical review of the data is used as a tool for identifying student weaknesses and strengths as well as identifying areas of concern in the curriculum, and 2) the data is shared with parents and is often the catalyst for identifying a need for further testing, learning disabilities, developmental concerns, and areas of giftedness.

These test results are also used in conjunction with other daily and weekly assessment tools to identify and confirm academic progress or stagnation. Quarterly and bi-yearly assessments validate progress and are compared to CogAT and ITBS results. The teachers then implement the needed modifications and strategies for the class or for particular students.

The teachers meet formally in faculty meetings and informally among themselves to discuss curriculum trends, particular student needs, and long-term tracking. The principal works with the faculty to identify areas of concern and plans for further staff development to address those areas. For example, in 2008, Reading Comprehension was identified as an area marked for continued growth and development; therefore, in the spring of 2009, the Accelerated Reader Program will be implemented school-wide and an emphasis will be placed on training teachers to develop reading comprehension. In subsequent years, the ITBS Reading Comprehension scores will be closely monitored for improvement.

The Interest Explorer Test, also published by Riverside Publishing Company, is given to the eighth grade students to help identify possible career choices and other areas of interest such as computer technology, the arts, or the medical field. The students seek council from the Middle School teachers to discuss their personal strengths in correlation to their level of interest in particular areas of choice.

### **3. Communicating Assessment Results:**

The parents are given a complete print-out of both the ITBS and CogAT test results, and conferences are set up on an individual basis to discuss an individual child's progress. As the primary educators of their children, our parents take an active role in the educational advancement of the students and work with the teachers to create a cohesive and positive learning experience for each child. Formal Parent/Teacher Conferences are scheduled before the First Quarter; however, conferences may be convened at any time by either the parent or the teacher to discuss student progress. With access to the iRM online program, which has the ability to track data from previous years, teachers are able to access and discuss with the parents a student's history.

Understanding that communication is a vital part of the educational process, the parents also receive daily folders in grades K4 – 2 and weekly communication folders in grades 2 – 4. All teachers send home test grades and parents are asked to review a summary of their child's weekly papers. Work habits are also noted. Middle School teachers continue to send home weekly test results and are readily available for conferences.

Each year, the ITBS scores are compiled and published for the school community via a simple one-page document; the results are also made available to prospective families at our Middle School Open House in November and our All School Open House in January. The results are then sent to inquiring families and are published on the Saint Mary's Catholic School website.

Over the years, the ITBS results have positively reflected the strength of the programs at Saint Mary's School, with particular areas of strength being Language Arts and Math. Consistently placing in the top ten percent in

the nation in Reading and Math, our graduating students are sent to high school with a solid foundation on which to build their academic careers.

#### 4. **Sharing Success:**

- Bi-weekly school publications and parish bulletins communicate student achievements and accomplishments to the community, such as placing in local and regional competitions (for example, Mathcounts and the South Carolina Regional Science and Engineering Fair, the National Geographic Bee, Drug-Free Poster Contests, several essay and poetry contests, and other local art contests). Names of students who achieve the Honor Roll are also recognized in the school communication envelopes.
- In 2007, a St. Mary's 7th grade student won *First Place Overall* at the Greenville County South Carolina Regional Science and Engineering Fair for his "Rocket Power" project and won the Director's Award for Academic Excellence in Science and Engineering by a Middle School Student.
- One teacher co-authored the Science Curriculum for the Diocese of Charleston in 2006 and worked with schools across the Diocese to implement the guidelines. Several teachers have given presentations on specific topics at Diocesan In-Services and often share formally and informally their ideas, units, lesson plans and materials with other teachers.
- Articles and pictures are sent to the *Greenville News* and the *Miscellany*, a diocesan newspaper. Most recently, we received recognition for winning the Girls Volleyball South Carolina Middle School Conference Championship and for the implementation of our new School Band Program.
- Student work is placed on display: in particular, at the St. Francis Festival of Trees, at the spring Art Show on our school campus, and at our annual Science Fair. In 2007, middle school students participated in *Kids Are Authors* by Scholastic and have had over seventy-five creative writing pieces published by *Creative Communications*.
- In 2007, the principal was honored by the YWCA and received the Dream Achievers Award for leadership in the community. The principal also meets regularly with other principals in the Diocese to discuss a plethora of topics and to share insights and advice.
- After the success of our school Chess Club, the core team implemented the program and shared resources with a neighboring Catholic elementary school.
- Last year, we began a quarterly Alumni Newsletter which was distributed to over 1,500 alumni and grandparents. Articles and pictures included highlights from the school year, news on alumni, and faculty updates.
- School news and accomplishments are also published on our school website and serves to share our story with the larger community that we could not otherwise reach.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Saint Mary's Catholic School curriculum complies with and exceeds the requirements put forth by the Diocese of Charleston Curriculum Guide for elementary schools and is in compliance with state standards. Special emphasis is placed on the core subjects.

**Religion:** The students receive daily instruction in doctrine and a systematic catechesis in the truths of the Catholic faith. Sacramental preparation, weekly Mass, liturgical devotions (May Crowning, Stations of the Cross), and daily prayer are important aspects of our life of faith at Saint Mary's. A school-wide Virtue Program was implemented in 2007, which studies and applies particular virtues each month. The spiritual formation of our students is of utmost importance and this goal permeates all other aspects of the curriculum as we seek to incorporate and assimilate all truth in light of our Catholic identity.

**Language Arts:** LA includes phonics, grammar, spelling, handwriting, writing, reading/literature, journaling, and vocabulary. Building on a strong foundation, Middle School students continue to strive for mastery in all of the above areas and also focus on research skills, speech and oral presentations, speaking fluency, sentence diagramming, critical thinking, typing skills and MLA format. Eighth graders have the opportunity to take English Honors I for high school credit.

**Social Studies/History/Geography:** Students study weekly themes and units, map skills, different cultures, environmental issues, governments and the distribution of resources, US History, and World History including political systems and world religions. Study is aimed at deepening an appreciation for other cultures and the dignity of all persons. Grades 4 – 8 eagerly participate in the National Geographic Bee each year.

**Science:** Science is taught in a spiral curriculum; it teaches and reinforces earth, life and physical science each year. Elementary students participate in an added enrichment Science Lab weekly or bi-weekly. Middle School students engage in projects such as PhysicsQuest, Project Alert, Science Day, and the Greenville County Regional Science and Engineering Fair. Technology is a vital part of the curriculum; students routinely create PowerPoint Presentations, utilize wireless laptops in the classroom, and use hand held computers for scheduling, sharing information and gathering data. This year, 2009 copyright textbooks were adopted in all grades.

**Foreign Languages:** One hundred percent of all St. Mary's students take either French or Spanish in every grade. Spanish is taught in K4 – 8th grades, and French is taught in grades 5 – 8. Upon completion of the 8th grade, either French I Honors or Spanish I Honors is completed for high school credit. The fundamentals of reading, writing, and speaking are stressed, extensive vocabulary expansion and a solid knowledge of grammar is emphasized, pronunciation and listening skills are fine-tuned, conversational abilities are developed, and a cultural knowledge of people, places, and history is imparted. Audiovisual technology, videos, DVD's, SmartBoard technology, and CD's enhance the Foreign Language curriculum. French students have competed and performed well in the State French Poetry Contest held at Clemson University.

**Fine Arts:** St. Mary's Catholic School prizes the Fine Arts as integral to the formation of the whole person. The Fine Arts Program encompasses Music, Music Appreciation, Art, Band, and Choir during the school day. General Music and Art are taught to all grades, while Band and Choir are optional electives. In Music, the American Orff Schulwerk curriculum is used as well as the World Music Drumming curriculum along with supplemental materials. The students are actively engaged while singing, reading and counting music, and playing a variety of percussion instruments. In 2006, The Christian Heritage Art Program Curriculum, a comprehensive study of art from cave drawings to modern art, was implemented and has been a tremendous cross-curriculum advantage, blending beautifully with Social Studies themes. Finally, every two weeks, the students in grades K5 – 5 participate in a Creative Arts class in which they learn performing art techniques and forms of expression, or practice for upcoming performances such as the Christmas Program or a Grandparents Day performance.

**Math:** Please see Additional Curriculum Area

## **2a. (Elementary Schools) Reading:**

The reading curriculum encompasses a highly structured phonics based approach using the Macmillan McGraw-Hill series at the primary and elementary levels (grades 1- 5) and other supplemental materials. After sufficient mastery of phonemes, phonics, sight words, read alouds, and stories, the students are introduced to comprehension questions, character studies, story webs, book reports, free reading time, literary circles, and reading and discussing classic literature (such as *Charlotte's Web* and *The Lion, the Witch and the Wardrobe*). This phonics-based approach was chosen because of the strong skill set that will eventually serve as the foundation for decoding and comprehending the English language.

Favorite activities for the younger students include reading centers with engaging activities and pairing up with their Middle School "Buddy" to spend an entire afternoon reading a new book together. The Governor's Reading Contest sparks the avid readers while some prefer to join the monthly Book Club or attend the professional literature-based performances made available to our students three times during the school year. Teachers strive to engage the senses and imagination while teaching reading; in short, reading is made to be enjoyable and accessible for all students, which we believe is the key to unlocking the passageway that leads to an authentic love for learning.

Summer reading is an important time to keep reading skills active. Each grade level varies the required activities to be submitted at the start of the new school year.

Grades 6-8 are guided in their study of the four genres (fiction, non-fiction, poetry and drama) and work their way through reading short stories, discussing novels, and analyzing Shakespearean plays and Sophocles' *Antigone*. Ultimately, students are motivated by grappling with the text and revealed truths hidden within the pages they read and discuss.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

Math has consistently been a strong point in the curriculum at Saint Mary's. We believe that building a strong foundation in mathematics is crucial to further success in higher math. The Diocesan Curriculum Guidelines are spiral and call for much reinforcement throughout the K5 – 8th grade program. Students begin by using hands-on manipulatives and learning simple math facts and problem solving. The daily math work and review sessions are important building blocks for creating confidence in math skills. Later, students advance to timed tests, math games, logical thinking exercises, and problem solving skills. All grades participate in an added Math Lab each week to reinforce concepts and integrate technology into the curriculum. Math manipulatives and games as well as traditional methods are utilized along with math journals and Flashmasters for extra practice.

Middle School students use hands-on equation solving designed to facilitate the transition from concrete concepts of arithmetic to the abstract concepts of Algebra. They become familiar with scientific calculators and participate and perform well in Mathcounts each year. In 2004 and 2005, the Math Team competed at the state level.

After a solid year of Pre-Algebra, eighth grade students are prepared for and offered Algebra I or Algebra I Honors; many obtain high school credit and consistently qualify for advanced and honor level math programs. Each year, 68% to 75% of our 7th grade students qualify for the Duke TIP Program. These scores based on

Math and Language ITBS scores allow them to take the SAT or ACT tests. In the spring of 2008, a recent Saint Mary's graduate scored an 800 in the Math section of the SAT.

#### **4. Instructional Methods:**

All students are unique individuals with unique ways of perceiving and personalizing information. From the first years at Saint Mary's, students are taught by methods that stimulate different ways of learning and engage the senses, imagination, and memory. Both traditional methods (such as lecture, discussion, note-taking, and memorization) and creative methods (such as cooperative groups, role-playing, skits, and hands-on activities) are implemented at different grade levels. At the primary level, large and small group instruction coupled with hands-on activities and manipulatives provide a daily venue for learning. Intermediate and Middle School students experience a range of methods from direct instruction to peer tutoring. Daily homework is used to reinforce concepts and develop independent learning.

Technology plays an important role in today's teaching methods. Interactive SMARTboards (grades 5-8), hand held computers, lap tops, DVD's, on-line resources such as United Streaming, and PowerPoint presentations are used daily within the school.

Teachers differentiate instruction for students with diverse needs in several ways including modification of information, work load, or assessments methods. Typical modifications include completing half or two thirds of an assignment, taking tests orally instead of writing, and allowing students more time to take tests. Students may also receive tutoring from the teacher or teacher assistant during school or after school hours. Middle School teachers, in particular, are available for extra help.

Opportunities for guest speakers are welcomed at Saint Mary's. For example, last year special guest speaker Congressman Robert Inglis spoke to our 3-5 grade students and led an engaging and interactive discussion illustrating how laws are passed. He shared with the students how he became our State Representative and discussed critical environmental and educational issues.

Field trips to the Roper Mountain Science Center and Peace Center for Performing Arts, peer tutoring, special projects, and group discussion and sharing round out the instructional methods used at Saint Mary's.

Realizing that students are gifted with Multiple Intelligences, we strive to incorporate a wide variety of learning experiences that will cultivate personal styles as well as prepare them to function beyond their elementary school education.

#### **5. Professional Development:**

The Saint Mary's faculty and staff are extremely dedicated to their personal and on-going educational formation. Sixty percent of our Middle School faculty have obtained master degrees, and a total of nine faculty and staff members have earned master degrees or higher. We presently have three faculty members enrolled in master degree programs. As part of the professional development program, monies are budgeted and grant money is applied for to help teachers finance recertification requirements and advanced degrees. Undeniably, this continued education directly impacts the teaching and learning experience of the students. For example, our Middle School Language Arts teacher has seen an improvement in the students' writing skills from applying techniques learned in a "Teaching Composition" class taken at the University of Tennessee last summer. Also, our History teacher participated in the 6th International Conference on Holocaust Education in Israel last summer. Her personal experience has enriched her ability to impart understanding of the Holocaust to the students.

Throughout the year, the teachers receive professional development training from Diocesan in-services, local school in-services and faculty meetings. Topics from the past few years include SMARTboard training, presentations on Catholic identity, safety and CPR training, grade level lesson planning, curriculum development, and ITBS data training, all of which directly comply with content standards.

As part of the on-going professional development plan for the faculty, the principal distributes Master Teacher pamphlets to the teachers and teacher assistants. These straightforward insights offer helpful strategies and

often spark positive conversations among the faculty on best practices. The principal, in collaboration with the Professional Development Committee comprised of faculty members, suggests topics of interest from these pamphlets for further discussion and training.

Particular professional development strategies are implemented with new faculty and staff, which include a mentoring partnership, formal and informal meetings with the principal, and access to written materials for new teachers.

Finally, as part of their spiritual development, the faculty and staff participated in a one-day retreat this past fall, which was intellectually as well as spiritually nourishing.

## **6. School Leadership:**

The principal holds the primary responsibility for the administration of the school in collaboration with the pastor of Saint Mary's Catholic Church and the School Advisory Board. The principal and assistant principal meet weekly with the pastor and parish business administrator to discuss current issues, programs, strategic plans (current and long-term), personnel issues, upcoming events, and every-day happenings in the life of the school. The pastor is kept abreast of all information affecting the school community and directs and advises the principal accordingly.

The principal convenes monthly meetings with the Advisory Board. The function of the Board is to assist the pastor and the principal in the educational mission of the parish school. The areas in which they can advise – always in accord with Diocesan policy – include strategic planning, finance, policy formulation and development, and marketing and development. The members form a diverse group (among them, a member of the City Council, a medical doctor, and a lawyer) and offer important contributions that positively affect the overall direction of the school and bring specific expertise to the development of our program. A particular focus this year has been marketing and development as we make concrete plans to maintain and increase enrollment in our Middle School.

The principal meets weekly with the administrative staff including the assistant principal, administrative assistant and the secretary. These meetings are an opportunity for open dialogue regarding programs, policies, procedures and planning to take place.

The principal meets monthly with the faculty and staff of Saint Mary's. Respecting the voice of the faculty creates a positive working environment and ultimately a positive learning environment for the students. A recent suggestion from the Professional Development Committee was to offer in-servicing on the evaluation and implementation of authentic assessment techniques to be used school-wide. Undoubtedly, faculty input and morale is vital for the continued educational advancement of the school. In short, the principal works with the entire community in order to *serve* the entire community.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4200</u> K	<u>\$4200</u> 1st	<u>\$4200</u> 2nd	<u>\$4200</u> 3rd	<u>\$4200</u> 4th	<u>\$4200</u> 5th
<u>\$4200</u> 6th	<u>\$4200</u> 7th	<u>\$4200</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$</u> Other				

4. What is the educational cost per student? \$ 5855 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 84
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
3 %

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3

Test: ITBS

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	76	76	82	81	86
Number of students tested	27	30	29	38	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.



Subject: Reading                      Grade: 3                      Test: ITBS  
Edition/Publication Year: Form A/2001    Publisher: Riverside Publishing Company  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	82	81	85	86	86
Number of students tested	27	30	29	38	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Mathematics

Grade: 4

Test: ITBS

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	81	84	87	83
Number of students tested	32	33	31	34	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Reading                      Grade: 4                      Test: ITBS  
Edition/Publication Year: Form A/2001   Publisher: Riverside Publishing Company  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	80	90	89	91
Number of students tested	32	33	31	34	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Mathematics

Grade: 5

Test: ITBS

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	75	76	84	81	85
Number of students tested	37	32	34	30	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Reading                      Grade: 5                      Test: ITBS  
Edition/Publication Year: Form A/2001   Publisher: Riverside Publishing Company  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	83	90	91	89
Number of students tested	37	32	34	30	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Mathematics

Grade: 6

Test: ITBS

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	80	82	81	87	93
Number of students tested	19	27	22	28	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Reading

Grade: 6

Test: ITBS

Edition/Publication Year: Form A/2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	88	85	82	84	91
Number of students tested	19	27	22	28	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Mathematics

Grade: 7

Test: ITBS

Edition/Publication Year: Form A/ 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	89	81	91	97	94
Number of students tested	28	25	24	26	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.



Subject: Reading                      Grade: 7                      Test: ITBS  
Edition/Publication Year: Form A/2001    Publisher: Riverside Publishing Company  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	87	83	87	94	93
Number of students tested	28	25	24	26	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Mathematics                      Grade: 8                      Test: ITBS  
Edition/Publication Year: Form A/2001    Publisher: Riverside Publishing Company  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	84	92	93	94	92
Number of students tested	24	25	26	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

Subject: Reading                      Grade: 8                      Test: ITBS  
Edition/Publication Year: Form A/2001   Publisher: Riverside Publishing Company  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	81	83	92	90	90
Number of students tested	24	25	26	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Each year, our standardized testing takes place in the fall. Therefore, we have recorded the most recent scores (fall 2008) in the 2007-2008 column. The other columns record subsequent years. Norms are from fall 2005.

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